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ABSTRACT

Each step involved in developing an objective salary schedule for school administrators and supervisors is explained in this booklet. The schedule is based on job analysis (division of each administrative job into its component parts) and job evaluation (assignment of numerical points to indicate the relative importance of each position). The system establishes the relative value or importance of one administrative or supervisory position versus another within the same school district. Completed job evaluations are used to establish salary ranges based on the numerical value of each job. The job evaluation process begins with five steps: (1) write job descriptions or review existing descriptions; (2) select evaluative factors, such as education required, experience necessary, complexity of duties, latitude, and impact of errors; (3) determine different levels of each evaluative factor; (4) develop a numerical point system for each level; and (5) evaluate and assign a point score for each position. Once the system has been developed, each administrative position within the district must be evaluated. Finally, point scores are compared with current salaries by use of a scattergram and a final salary schedule drawn up. Included are a sample evaluation form, a salary scatter diagram, and a salary structure. (Author/JM)

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A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel

A practical, step-by-step approach to creating administrative/supervisory schedules based on job position evaluations . . . a systematic approach that can provide control over salary dollars

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A Wage and Salary Program Based on Position Evaluations for Administrative and Supervisory Personnel

A systematic approach that can provide control over salary dollars while allowing annual increases comparable with other groups of employees . . . a program that allows school districts to consider administrative and supervisory positions in one salary structure.

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Table of

Contents

	Page
Foreword	iv
Preface	v
Introduction	vii
Developing a Job Evaluation System	1
Administrative/Supervisory Job Evaluation Criteria	2
Evaluating Positions	9
Establishing a Salary Structure	11
Conclusion	15

Foreword

During the 1950s and 1960s, practically all school systems experienced expansion in student enrollments, educational programs, physical facilities and numbers of employees. The expansion of administrative and supervisory staffs was no exception.

An opposite trend developed during the 1970s. Contraction of enrollments, facilities, programs and staff too often resulted in school boards and communities looking at the school leadership in terms of both numbers and functions. It was not unusual for this group of employees to be the first to feel the sting of tight budgets and staff reductions. Questions such as *"What does he do?"* caused one district to develop a salary structure based on the functions performed by each administrator or supervisor.

After a successful experience with a position evaluation approach for classified employees, the Pennsbury School District in Fallsington, Bucks County, Pennsylvania, applied the same theory and criteria to the development of a salary structure for its administrative and supervisory staff. In 1974-1975, 10 years after adopting its program for classified staff pay structures, the District developed a salary program based on position evaluations. This program has:

- Reduced the time spent each year in determining salary adjustments.
- Allowed reasonable increases over a period of years without causing budget estimates to be abnormally impacted.
- Eliminated most complaints of unfairness with the salary structure while providing for remedies through annual reviews when such complaints did occur.
- Permitted flexibility within the structure to meet inflationary needs.

Except for minor changes, this program remains intact today as adopted by the school board in 1975. The salary structure is independent of other schedules for professional teaching staff and classified employees. Annual market comparisons are made with surrounding school systems, local industries and area cost-of-living indexes to determine annual revisions in the existing structure.

Preface

The basic, underlying professional objective of the Research Corporation of the Association of School Business Officials (RC-ASBO) is to identify and share timely, appropriate information about successful school business management programs and practices. This publication is just one example of how RC-ASBO programs meet that objective.

Using a successful model developed and implemented in a Pennsylvania school system, this publication presents a step-by-step process to develop an administrative/supervisory salary program based on job position evaluations. This systematic approach can provide control over salary dollars while allowing annual increases comparable with other groups of district employees and with employees in the private sector in a given georgraphic location. The model allows school districts to consider all supervisory and administrative positions, whether professionally certified or non-certified supervisors, to be included in one salary structure.

The author, David H. Rhone, is a Registered School Business Administrator (RSBA) and a former Assistant Superintendent of Business Affairs. Currently, he is President, National Management Associates, Inc., Shippensburg, Pennsylvania.

The Association of School Business Officials of the United States and Canada (ASBO), as an organization, is deeply concerned about its members, the jobs they do, their professional development, administrator/supervisor-subordinate relationships, position evaluations and how salaries are determined for all school district employees.

In 1976, ASBO recognized the need for a publication presenting a model program describing how to pay non-instructional school employees and how to evaluate them. In response to that need, Mr. Rhone, then Assistant Superintendent, Pennsbury Schools, Pennsbury, Pennsylvania, authored an RC-ASBO publication entitled "Wage and Salary Administration for Classified School Employees."

That ASBO publication explains how the Pennsbury District developed objective salary schedules for all classified jobs — from custodians and bus drivers, to maintenance men, secretaries, cafeteria employees and school aides.

The program described in that earlier publication prescribes minimum and maximum salaries for every classified employee based on the intrinsic value of each job to the district. Within the prescribed salary range for a job, wages are determined by how well the employee does his work. This factor — performance — not longevity, is the sole determinant of salary advancement. Since maximum salaries are set, the number and amount of raises that can be earned in a given position are limited. The salary minimums and maximums may change as desired by a district to meet changing economic conditions.

The effect of this type of salary program in the Pennsbury District was a

virtual elimination of administrative problems that are considered normal — even inevitable — in most distrcts. It eliminated:

- The annual struggle to adjust classified employees salaries.
- There are no gross discrepancies among salaries, either within a job category or between different types of jobs.
- All departments are treated consistently and fairly in allocating salary funds for a fiscal year.
- The program has eliminated the cry of "unfair" when yearly salary adjustments do not meet employee expectations. Each employee gets paid in terms of his performance and each knows beforehand the range within which he is working.
- The program has eliminated the problem of explaining wage policies and arrangements to personnel or to the public.

The program was first developed in the Pennsbury School District and placed into effect during the 1964-65 school year, and remains as originally structured, except for minor changes, today. This school district remains a non-union district, although it is located in a highly unionized area.

The original salary structure has been raised frequently to keep pace with cost-of-living changes. The program resulted in improved definitions of job duties and overlapping activities. Fringe benefits have been standardized, personnel administrative problems have decreased and employee and inter-departmental morale improved. This stems from the knowledge that salaries and salary allocations are based on a fair, consistent interpretation of objective policies and regulations.

This publication is a logical follow-up effort. In combination or individually, this publication and Mr. Rhone's earlier work provide p-werful management tools for school business officials — tools that can help them become more cost-effective professionals.

Signed,
Dr. James L. Slater, RSBA
RC-ASBO Executive Director

Introduction

Are members of your administrative staff looking over their shoulders to see if members of the teaching staff are going to pass them on the pay schedule? Are your administrators saying "If I had stayed in teaching I would be making more per day for 185 days than I am as a 12-month administrator"? These seem to be two common statements heard continuously over the last few years. Whether or not these statements are accurate is a question that can only be answered by an individual district.

Throughout this publication, repeated reference is made to the terms "job evaluation" and "position evaluation". For clarity, and to put these terms in their proper perspective, the following definitions of common personnel terms are provided. If not used within the proper context, they can become confusing.

1) *Job Analysis* — the division of a job into its component parts for separate analysis.
2) *Job Description* — a written definition of the essential features and requirements of a particular job.
3) *Job Evaluation* — a determination of the relative importance of a particular job. A formal job evaluation usually involves the use of a measuring stick composed of certain job characteristics with a definite range of numerical values or points assigned to each.
4) *Performance Evaluation Appraisal* — an organized and systematic method of appraising the performance of an employee, usually for a specified period of time. Among the various plans used are graphic scales, check lists, paired comparisons and overall rankings (sometimes referred to as merit rating progress reports).

To place the term *"job evaluation"* in its proper perspective, several questions can be asked. Within the daily operation of a school district, which job is more important, a director of special education or a senior high school principal? Is a purchasing supervisor more important to the district than an elementary principal? How does the district compare the importance of a transportation or food service supervisor with a director of general administration? Perhaps it is felt that these positions are of equal value.

When considering questions such as these, one undoubtedly relates to his or her particular job description within a district. No honest generalization can be made since the size of the district, its organizational structure and the specialized expertise of its administrators will be influencing factors. Most administrators would agree, however, that these questions are usually asked and answered only with generalizations.

To help provide definitive answers, this publication furnishes a set of criteria that can be used to more clearly define comparative job values. It is most important for these criteria to be interpreted within a *district's existing*

job descriptions, operating policies and organizational structure. It is recommended that more than one opinion be involved when using the criteria. A concensus on relative value can usually be reached when an immediate supervisor, a member of the personnel department and an Assistant Superintendent or Superintendent review the criteria.

Due to certification requirements and variations in the methods of appointment, it is not unusual for the positions of Superintendent and Assistant Superintendents to be considered separately for salary decisions rather than including these positions in other established salary programs. The criteria presented in this book allow for the inclusion of these positions in a job evaluation review if desired by an individual district.

The criteria make no reference to performance incentive pay. The approach presented here determines the *relative importance* of positions for salary differentials and assists in the development of a salary structure reflecting minimums and maximums for each job category. How an individual moves from a minimum to a maximum salary position is dependent on local policy. Salary advancement can be by performance, increments, a combination of the two, or some other approach devised by a district. The important point to note here is that evaluating positions and establishing a structure is separate from annual salary advancement.

The systematic approach to position evaluation can provide a control over salary dollars while allowing annual increases comparable with other groups of employees. It allows districts to consider all supervisory and administrative positions, whether professionally certified or non-certificated supervisors, to be included in one salary structure.

Developing A Job Evaluation System

A Job Evaluation System, as the term implies, establishes the relative value or importance of one administrative/supervisory position versus another within the same school district. The completed evaluations are used to project and establish salary ranges based upon the numerical value of each job.

The process followed in developing and implementing a job evaluation system includes eight steps. The first five set a framework in which to develop evaluation criteria for each position in a district's administrative structure. The sixth adds criteria in which to evaluate individual positions. The seventh and eighth establish the actual salary schedule.

The process begins with these five steps which are the basis for developing the evaluation criteria.

Step 1: Review existing job descriptions for accuracy and revise or update as functions have changed. In the process, the purpose, duties and nature of responsibilities must be defined in *specific* terms. If job descriptions do not exist, job analyses should be performed and job descriptions written.

Step 2: Select evaluative factors. These should be common to all positions and used as measuring devises in the evaluative process. Among factors that should be considered are education, experience, complexity of duties, latitude and impact of errors.

Step 3: Delineate factor levels. By determining different levels of a factor such as education, a degree of accuracy and consistency can be built into the rating process.

Step 4: Develop and apply a numerical point system to each level of criteria used in defining a factor. The numerical range will reflect the degree of importance of each position.

Step 5: Evaluate existing positions in the structure using the factors and numerical values developed in Steps 3 and 4 to develop a point score for each position. *It is most important to remember the position is being evaluated, not the person in the position.* Sometimes it is difficult to separate the two, particularly in the case of senior employees.

Administrative/Supervisory Job Evaluation Criteria

In developing a Job Evaluation System, it is essential to become thoroughly familiar with the evaluation criteria before attempting to develop a salary structure. The first steps in the process described previously set a framework in which evaluation criteria are developed. Before proceeding to the sixth step in the process, adding to the framework the criteria with which to evaluate individual positions, the use of the job evaluation criteria and their application must be fully understood. The following outline presents seven major factors and a variety of sub-factors that are essential in developing sound administrative/supervisory data and evaluation criteria.

Factor #1: Background

The first major factor for review is background. Its sub-factors measure the educational and experience levels necessary to perform the duties of a specific position.

Education

These criteria measure the determinable levels of formal training necessary in an administrative/supervisory position.

1) *Certificate, License, Associate Degree or Advanced Work Beyond High School* — These measure the necessary ability to apply subject matter acquired in specialized areas beyond the secondary school level. Special training acquired at a Technical Institute, Business College, Junior College or similar institutions should be considered.
2) *Bachelor's Degree (Required)* — A college degree is necessary because the full acquisition of specialized knowledge is required to perform the duties of the position.
3) *Master's Degree (Significant)* — Requires the knowledge of the theories and principles of a specific field or professional activity obtained through graduate study.
4) *Master's Degree (Required)* — Training and knowledge necessary as result of certification requirement and/or technical requirements of a position.
5) *Master's Degree Plus Post Master's Study* — Advanced knowledge of the theories and principles of a professional activity is critical to perform independent activities.
6) *Doctorate (Significant)* — Highly specialized professional knowledge desireable in a position but is not necessary to fulfill the responsibilities of the position.
7) *Doctorate (Critical)* — Professional knowledge can only be

obtained through graduate study at this level and/or such educational achievement is a critical requirement of the position.

Experience

This evaluation criterion considers a combination of work experiences necessary above and beyond formal education to fulfill the requirements of a position. Such experience may be expressed as intensive in one field or as varied experience in related or unrelated fields, dependent upon the requirements of a position. Actual experience of a position incumbent is not a factor when measuring experience required in the position. These are the most commonly used, and most important experience factors to include in developing evaluation criteria.

1) *Position Familiarity* — Entry position experience ranges from no experience beyond educational requirements to limited experience sufficient to be immediately productive in a position.
2) *Related Eperience* — Related or direct experience necessary to become familiar with requirements of a position and to perform duties with minimal supervision.
3) *Specialized Experience* — Concentrated work experience in a specialized field in order to apply the theories and principles of a specialty.
4) *General Experience* — Experience normally associated with one who has had broad exposure in several areas and possesses a background in a number of interrelated functions.
5) *Multi-Function Experience* — Experience sufficient to understand the interrelationship of functions in order to supervise an activity comprising separate and unique functions.
6) *Multi-Function Depth Experience* — A depth of experience required to direct the work efforts of others who have multi-function responsibilities.
7) *Chief Administrative Experience* — Vast versatile experience in the Chief Administrative role of several fields, sufficient to direct an entire educational and business effort.

Factor #2: Application of Professional Knowledge

The second major factor is application of professional knowledge. Its sub-factors measure the use of specific technical and/or professional knowledge and the decisionmaking techniques required to accomplish the objectives of the position.

Complexity

This sub-factor measures the degree of use of technical or professional knowledge needed in the position. The level of complexity is the depth of application of knowledge required to accomplish the objectives of a position.

1) *Selective* — Application of knowledge controlled by precedents, policies or previous techniques. Judgement limited to specifics and clearly defined goals.
2) *Interpretive* — Application of knowledge requires analysis of a situation and selection of an appropriate course of action from a variety of previously established policies, procedures or techniques.
3) *Innovative* — Application requires analysis of a situation and selection of an appropriate course of action where procedures and techniques are not clearly defined.
4) *Developmentive* — Application requires frequent individual development of new methods or courses of action to accomplish broadly defined objectives.
5) *Evaluative* — Approaches are applied to broad objectives and tasks where evaluation of program success is based upon research or analysis. Judgement is associated with new or unproven concepts.
6) *Determinative* — Involves the application of in-depth knowledge to assess all facets in establishing direction of educational and/or business efforts.

Latitude

This sub-factor measures the degree of latitude allowed in application of knowledge.

1) *No Latitude* — Work is frequently reviewed. Nature of work is self-evaluating and results are quickly determined. Normally this is an entry level position with close supervision.
2) *Limited Latitude* — Established procedures and practices allow for flexibility within a position; however, regular supervision is necessary for deviation from practice.
3) *Moderate Latitude* — Receives general guidance from line or staff supervisors who are well-versed in the applications of a professional field or the desired results of the field.
4) *Considerable Latitude* — A great deal of discretion in applying one's own function. Guidance and review may be required on major programs where complexity occurs.
5) *Extensive Latitude* — Normally has complete leeway in applying one's own professional knowledge within education or business areas.
6) *Complete Flexibility* — Totally free hand for the entire educational and/or business activities within school board policies.

Factor #3: Supervisory Responsibility — Complexity

The third major factor is supervisory responsibility. Its sub-factors measure the size, complexity and diversity of the organization supervised either directly or indirectly.

Size is a measurement of the number and level of people supervised and includes classified employees and those who receive technical and/or

functional direction. If direct supervision is delegated to a subordinate, the superior must then claim indirect supervision.

Size of Supervisory Responsibility (Employees)

The following example shows the numerical values that might be assigned to each form of supervison by size of employee group.

Number of Employees	Direct Supervision (7%)	Indirect, Technical, Functional Supervision (3%)
0-3	20	20
4-10	40	40
11-25	60	60
26-50	80	80
51-100	100	100
101-150	120	120
over 150	140	140

Diversity and Complexity

These criteria measure the different types of significant activities supervised by an individual.

1) *Limited Responsibility* — Has flexibility only within established procedures and practices. Deviation requires higher approval.
2) *Moderate Responsibility* — May direct work of others but responsibility centers around technical or functional direction.
3) *Significant Responsibility* — Directs work of others but latitude limited by administrative control. Review required on major programs.
4) *Considerable Responsibility* — Directs the work of others. Independent judgement is necessary in making decisions.
5) *Extensive Responsibility* — Complexity of organization requires effective delegation of authority, careful planning and effective administrative control.
6) *Key Responsibility* — Has major decisionmaking authority in business or education area.
7) *Complete Responsibility* — Has complete control over and total accountability for the direction of business and education areas.

Factor #4: Contacts

The fourth factor, contacts, measures the human relationships of a position in meeting administrative objectives. Types of contacts measure the variety of relationships, amount of communications and degree of persuasiveness required in a given position.

Definitions of Types of Contacts

1) *Informative* — Work involves internal relationships for purpose of gathering or disseminating information.
2) *Investigative* — Frequent internal contacts requiring discussions

seeking solutions to problems and obtaining information necessary to perform required duties. May have outside relationships to provide service, information or to obtain sources.

3) *Advisory* — Guiding, consulting and recommending but without responsibility for making final determinations. Contacts are informative in nature but include recommendations.
4) *Coordinative, Persuasive, Influencing* — Includes such responsibilities as achieving unified action by independent groups or gaining acceptance in promoting the district's image. Coordinative activities are usually performed in situations which include possible resorting to higher levels for authoritative direction. Persuasion and influencing activities may involve conditions in which no higher authority is needed.
5) *Commitment* — Includes the obligation for educational programs, hiring of personnel and acquiring materials or services for the district. Personal persuasion both internally and externally is usually required to assure acceptable terms to the district.
6) *Authoritative* — Consists of attaining binding commitments in situations involving final administrative decisions, legal contacts or documents having a similar force and effect.

Factor #5: Integrity of Information

The fifth factor, integrity of information, measures the exposure to data, processes and confidential information, in the normal performance of duties associated with a position, as well as the requirements for safeguarding such knowledge.

1) *District Knowledge* — Not required to work with information, data or processes that are not public knowledge.
2) *Limited Exposure* — Exposure limited to materials or information in such a form that the full import is not readily apparent.
3) *Frequent Exposure* — Often works with material or information which has minor confidential value. Disclosure overtly or inadvertently will cause little more than minor embarrassment or minor effect.
4) *Regular Exposure* — Continually required to work with data, processes or confidential information where indiscretion may upset morale, provide minor advantages to competition or create major embarrassment.
5) *Confidential* — Regularly required to work with data, processes or confidential information of major importance which if disclosed will have a major detrimental effect.
6) *Highly Confidential* — Responsibilities make it necessary to work on plans, programs and objectives of utmost importance where complete integrity is required in order to safeguard organization's position in all external or internal matters.

7) *Strategic* — Essentially the same as sixth level, but in a position where the knowledge of plans, programs and objectives and their importance is apparent at an earlier time.

Factor #6: Impact of Errors

Impact of errors is the sixth major factor. It considers the importance of an administrator's work with regard to exposure to errors and the probable effect of such errors due to carelessness. Consideration must be given to the availability of systems for checking or verifying work and the probable financial effects of damage to equipment, labor and material as well as to costs for correction. This component further considers the loss of good will and any negative effects on the District's image.

1) *Negligible* — Possibility of errors is not vital.
2) *Imperceptible* — Errors are possible, but easily detected; correction not discernible.
3) *Minor* — Errors usually detected in subsequent phases of work due to routine verification or check. Very limited expense or embarrassment involved in correction.
4) *Significant* — Errors are consequential and are difficult to correct through expense or good will. Generally the effects of correction are internal, but may involve external contacts. Most work is not subjected to systematic review.
5) *Major* — Errors are of vital importance and difficult to detect. Cost of correction or damage to a district's image will be considerable; cannot usually be contained internally. Work is not subjected to review or audit thus requiring considerable responsibility for accuracy.
6) *Key* — Nature of work is very complicated and errors are almost impossible to detect or predict. Results will indicate the presence of errors, but the cost of correction is great in time, money and good will.
7) *Critical* — Errors are such that the future well-being of the organization may be seriously jeopardized.

Factor #7: Time Requirements

This last factor measures the amount of work time necessary beyond the normal requirements of the position.

1) *Minimal* — Very little time required beyond the normal work schedule.
2) *Casual* — Occasional time required beyond the normal work schedule.
3) *Normal* — Some time required beyond the established work schedule. The amount is not significant and presents no hardship to personal life.
4) *Significant* — An appreciable amount of time is required beyond the normal work schedule. The amount of time is significant and is

regularly scheduled as well as on a demand basis.

5) *Major* — A substantial amount of time is required beyond the normal work schedule and is of an unpredictable nature. Extra time is a critical job factor in perfomance of duties. Must be available at all times at convenince of public or school authorities. Includes considerable out-of-district travel; extra time places hardship on personal life.

6) *Excessive* — Excessive extra time is required. Stamina is necessary to endure long work hours, maintain travel schedule and concurrently render sound decisions.

Evaluating Positions

Once the seven major job evaluation factors and their respective sub-factors have been analyzed and determined for administrators and supervisors, the data should be summarized on a form such as the accompanying *Administrative/Supervisory Evaluation Data Sheet* (Figure I on the following page). This is the next step in the process.

Step 6: Summarize the administrative/supervisory data developed and evaluate individual positions within the organizational structure.

In summarizing the data, note the numerical value attached to each component level. To further define the value of each factor and sub-factor, a sample prorated value has been established, from which the converted point value is obtained.

To begin the actual position evaluation process, a team designated for this purpose starts with one position that might be considered a "bench-mark" job. This might be the Superintendent position or any other position for which the components are easily defined. Using the job description as a reference, the team analyzes the various factors and assigns a component level to each. The proper numerical score is then brought into the total point column and this score is converted by using the prorated value. This same procedure is then followed at each factor level until the evaluation is completed.

By totaling the converted point value column, the score assigned to the particular position is obtained. It is most important that a *consistent application of the criteria be followed.* It is *not important that overall scores be high or low* so long as a correct relationship exists between the final scores. It is not unusual to find members of the team revising prior component levels after several job evaluations have been completed. This is a natural result of the evaluation process, particularly if several bench-mark positions are defined initially.

One result of this process is that managers, when the entire evaluation phase is complete, will have looked at their staff positions in more detail and depth than before. The final relationships may be surprising.

FIGURE I
ADMINISTRATIVE/SUPERVISORY EVALUATION DATA

Position _____ **Job Description Dated** _____ **Date of Job Evaluation** _____

Factors	Sub-Factors	Numerical Values 1	2	3	4	5	6	7	Total Points	X	Prorated Value	=	Converted Point Value
I. Background	A. Education	35	70	105	140	175	210	245			10%		
	B. Experience	35	70	105	140	175	210	245			15%		
II. Application of Knowledge	A. Complexity	35	70	105	140	175	210				10%		
	B. Latitude	35	70	105	140	175	210				10%		
II. Supervisory Responsibility	A. Size 1. Direct	20	40	60	80	100	120	140			7%		
	2. Indirect	20	40	60	80	100	120	140			3%		
	B. Complexity	30	60	90	120	150	180	210			10%		
IV. Contacts		35	70	105	140	175	210				15%		
V. Integrity of Information		30	60	90	120	150	180	210			5%		
VI. Impact of Error		30	60	90	120	150	180	210			10%		
VII. Time Requirement		35	70	195	140	175	210				5%		

POSITION POINT TOTAL _____

Establishing A Salary Schedule

Once the proper framework has been established and the necessary data developed, the seventh and eigth steps in the process establish the actual salary schedule for administrative and supervisory personnel.

Step 7: Upon completion of the position evaluation process, the next step is to compare the point scores with current salaries by use of a scattergram.

Using a large sheet of chart paper, establish the point values horizontally across the bottom of the chart. Vertically, use money or salary values. Plot each position by taking the point score, going across the bottom of the chart and then vertically to a monetary level equal to the particular employee's *current* salary.

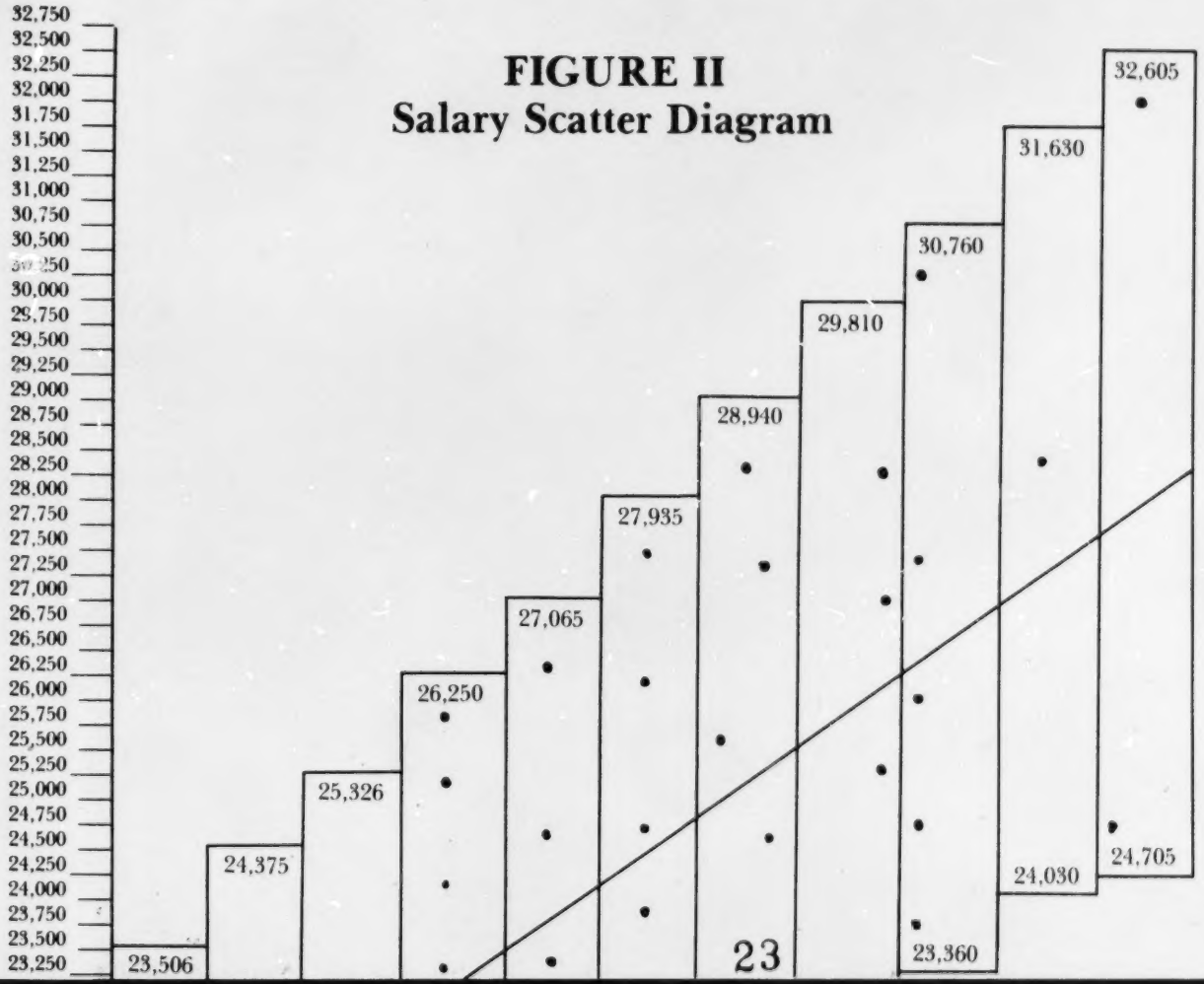
When each position has been posted on the scattergram, an accurate reflection of job values versus current pay levels has been created. If the postings reflect a "shotgun" pattern, there are obviously inconsistencies between current pay and assigned values. This pattern may also reflect an emphasis upon seniority in jobs over the years.

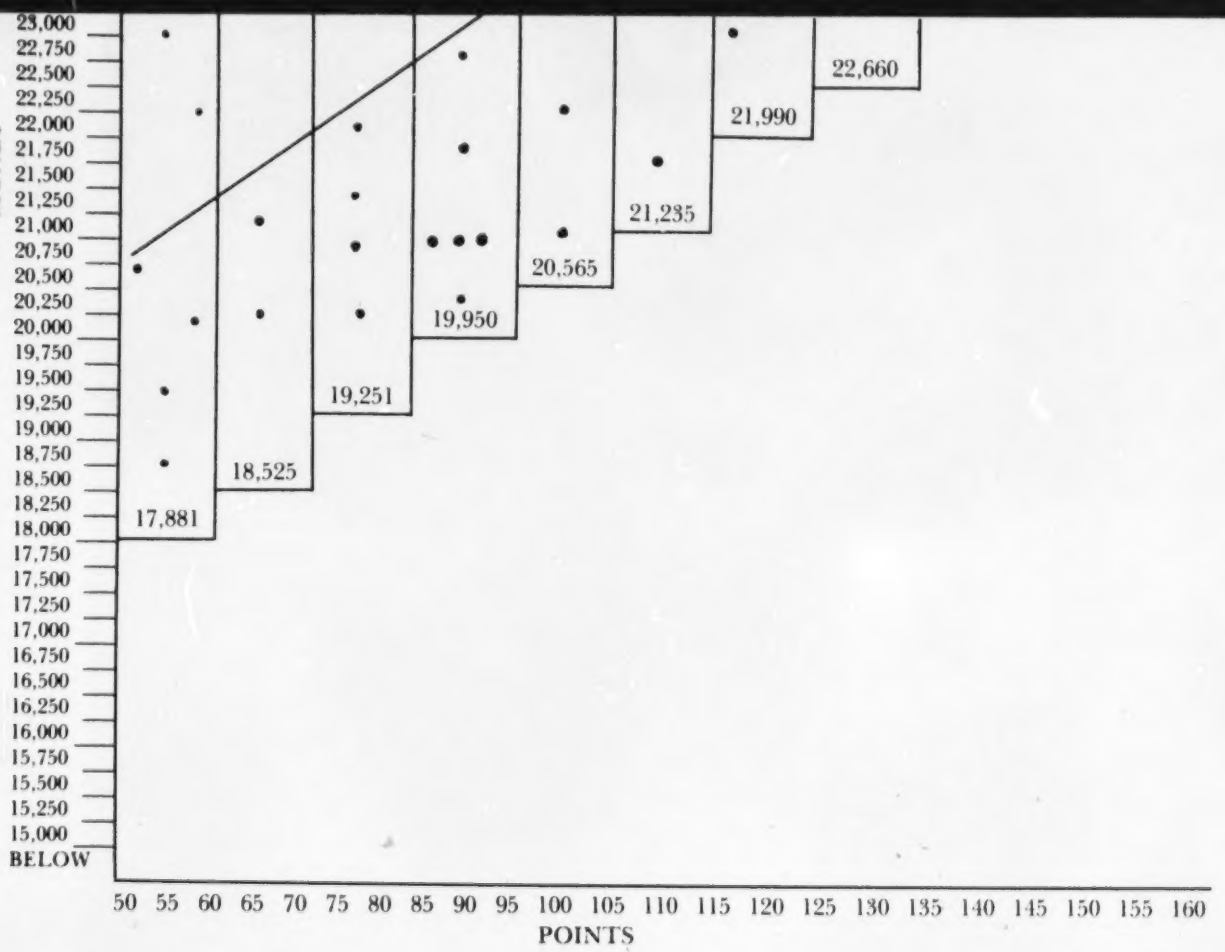
Step 8: Several arbitrary decisions must be made at this stage. One is: how many points should be between grade levels? By listing the final evaluation scores from high to low, decisions can be made as to appropriate separation points. Assuming converted point scores may have ranged from 50 to 150, it might be decided to use every 20 point spread as a different level. This may be helped by the visual review of posted scores. It is possible that certain levels may have no positions; therefore, they remain vacant on the final salary structure. By drawing vertical lines on the chart created in Step 7 at designated break points, salary differntials, referred to as grade levels, are established.

Another arbitrary decision is the designation of a starting point for a salary curve. A "salary curve" used herein is a straight line anchored along the left money column and moving horizontally and vertically by use of a mathematical formula, such as the "least squares" computation of a straight line curve. It is suggested that a market analysis be completed of other area school district salaries as well as industry and commercial management salaries within the community. This information will assist in determining an "anchor" point to compute the straight line curve. This data will also help in assigning minimums and maximums to each level. These minimum and maximum salaries for each grade level are determined by using the median point of the labor curve for each level and adding 15 or 20% to set a maximum and the reverse to establish a minimum. The final result should reflect a structure similar to the accompanying illustration (Figure II on the following pages).

A final salary structure, as it usually appears, is completed by simply typing grade levels, the positions in each level by job title and the minimum and

FIGURE II
Salary Scatter Diagram




MONEY
23,000
22,750
22,500
22,250
22,000
21,750
21,500
21,250
21,000
20,750
20,500
20,250
20,000
19,750
19,500
19,250
19,000
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18,000
17,750
17,500
17,250
17,000
16,750
16,500
16,250
16,000
15,750
15,500
15,250
15,000
BELOW
17,881
18,525
19,251
19,950
20,565
21,235
21,990
22,660
50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160
POINTS

maximum salary for each level by using the figures at the left side of the labor curve chart. This result would be reflected in Figure III, an example of an administrative/supervisory salary structure schedule . . . a structure based on position evaluations.

FIGURE III
ADMINISTRATIVE/SUPERVISORY SALARY STRUCTURE

LEVEL	TITLE	MINIMUM	MAXIMUM
I	Director, Secondary Education Director, Elementary Education	$24,705	$32,605
II	Vacant	$24,030	$31,630
III	Principal, Senior High	$23,360	$30,760
IV	Vacant	$22,660	$29,810
V	Principal, 7-10 Director, Special Education	$21,990	$28,940
VI	Principal, Elementary Director, Plant Operation Director, Recreation Adult Education Director, General Administration	$21,235	$27,935
VII	Assistant Principal, Secondary	$20,565	$27,065
VIII	Director, Data Processing Curriculum Coordinator	$19,950	$26,250
IX	Supervisor, Financial Services Supervisor, Transportation Supervisor, Food Services Supervisor, Purchasing	$19,251	$25,326
X	General Foreman, Maintenance Supervisor, Custodial	$18,525	$24,375
XI	Personnel Assistant, Professional Personnel Assistant, Non-Professional Supervisor of Pupil Accounting Supervisor, Payroll Accountant Assistant Supervisor, Transporation	$17,881	$23,506

Conclusion

It is impossible here to address every question that might arise in each and every school district choosing to follow this job evaluation approach through to the final development of a salary structure. This publication does provide, however, the basis for each district applying its own interpretation of the criteria from which a more reliable relationship might be established in the development of school district management salary programs. School boards should be appreciative of this approach. The program emphasizes the relationship between pay and responsibility.

All the elements are present in the approach and process described in the foregoing pages for flexibility of movement through the use of the labor curve and its relationship to changing economic conditions. Any advancement in annual salary compensation can be developed within the salary structure. Too often school boards and administrators have decided upon an annual plan of compensation before a realistic structure has been established. The basic structure should come *first*, the annual compensation review and reward should come *last*.